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ABSTRACT

Glendale Community College's (GCC's) Baja Field Studies Program began in 1974 as a faculty-initiated overseas field program in marine biology and developed into a college-wide, interdisciplinary program offering different courses under the leadership of a program coordinator. As changes in funding and administration took place due to the altered condition of the program, it became necessary to determine the historical context of the growth of the program and the manner in which funding and coordination evolved. A search and review of primary sources at the college, along with personal interviews, yielded data on the program's growth and development. This report presents the results of the historical investigation on a year-to-year basis from school year 1973-74 through school year 1982-83. Tables showing program expenditures by year, district funds covering equipment/supplies and instructors' salaries, and student enrollment in all Baja courses per school year are included. Drawing from the study, recommendations are presented to continue the position of program coordinator, to centralize the deposit and accounting of all student-generated funds for the program into one account, to develop contracts with providers of services, and to conduct further research on faculty concerns. Appendices include a list of courses offered in Baja California from 1974 to 1983 showing term offered and class titles, and a copy of the official college description of all courses offered in Baja California during the period. (Author/EJV)

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FUNDING AND ADMINISTRATIVE COORDINATION OF THE BAJA FIELD STUDIES PROGRAM AT GLENDALE COMMUNITY COLLEGE DURING THE YEARS 1974 TO 1983: A HISTORICAL INVESTIGATION

by

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ABSTRACT

The Baja Field Studies Program of Glendale Community College began in 1974 as a faculty-initiated overseas field program in marine biology and developed into a college-wide, interdisciplinary program offering different courses and under the leadership of a program coordinator. As changes became necessary in funding and administration due to the altered condition of the program, it became necessary to determine the historical context of the growth of the program and the manner in which funding and coordination evolved. A search and review of primary sources at the college along with personal interviews yielded data on the program's growth and development, and results were presented on a year-to-year basis. Major recommendations were to continue the position of program coordinator, to centralize the deposit and accounting of all student-generated fees, to group all district funds for the program into one account, to develop contracts with providers of services, and to conduct further research on faculty concerns.

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INTRODUCTION

In 1974 a group of Glendale Community College students spent two weeks of the summer in the town of Bahia de los Angeles in the peninsula of Baja California, Mexico, as members of a class in marine biology. Ten years later, one hundred students spent between two and four weeks in the same place, enrolled in a unique field-based educational program: The Baja Field Studies Program.

During those ten years the development of the classes held as part of the Baja Field Studies Program went through several stages of development. Paramount during this period, moreover, was the need to develop in a manner which minimized the costs of funding and administration while maximizing the academic credibility and the pedagogical foundation of the program. One of the results of this period, especially during the early years from 1974 to 1979, was what the College's Vice-President for Instructional Services, Dr. John A. Davitt (1981), termed as the fact that ". . . the program ran on a direct line to the Dean of Instruction," and therefore many decisions which affected various aspects of the program were taken by one person and approved by

only one administrator, rather than the more normal system of discussion in committees or in divisions. A later stage, from 1980 to 1983, saw three major changes in the operation of the program: first, the number of classes taught were increased from two to ten; second, the program experienced a sharp rise in funding; and third, the position of program coordinator was established.

The result is that today a field study program which has been in operation for ten years has come of age, and at the same time it is operating under rules and regulations which were created as the result of the early stages of development and thus not necessarily functioning under the best conditions required of its now adult stage.

Faculty, administrators, program staff members, and the Board of Trustees have all stated their desire to change the manner in which the program operates and is financially managed. This desire for change in administrative coordination and funding is partly the result of the growth of the last ten years and partly the new fiscal restraints impinging on California community colleges. It is also partly due to the continuing problems in its administration and funding. As can be expected, there is a wealth of opinion among the various segments of the college for the proper way to proceed on these important issues. A concurrent investigation into faculty concerns (Mercade, 1984) is

also being conducted and, along with this study, will serve to provide basic information on the program.

This is thus the most appropriate time to take a look and see how the program developed, to set the record straight as to its growth and development, and to place the two critical facets of its funding and administrative patterns in the proper historical context.

As the time approaches for major changes in the funding and operation of the program, this descriptive and historical investigation serves to pull together the past historical record of the Baja Field Studies Program in order to help us define its future.

BACKGROUND AND SIGNIFICANCE

During the summer of 1974, when for the first time Glendale Community College students traveled to the peninsula of Baja California, the class instructor took upon himself the full responsibility for all arrangements connected with the trip. Ten years later, a program coordinator works with ten instructors to make sure basic college policies and uniform legal aspects of the trip are observed by all. The Baja Field Studies Program thus began as a faculty-initiated and led project with no central coordination.

The particular locale to which the students traveled is located 540 miles from the college and is in a foreign country, Mexico. Apart from the academic

requirements of the classes held there, a tremendous amount of logistical preparation is needed. Most everything used at the field station site has to be brought down from the United States as the site is in the middle of a vast desert which comprises the central part of the peninsula. In addition, the transportation of students presents a mammoth job since vehicles used have to be in top mechanical shape and suitable drivers able to deal with Mexican roads must be found. The paperwork required of students and instructors, such as waiver forms, insurance policies, medical forms, visas, consulate notification, and class applications, also represent additional work for the instructor and student alike and place the college in a unique legal position as it is assumed that the college takes its students into Mexico after proper screening and after having fulfilled all Mexican and California Education Code requirements.

Because the program started out as faculty-led and initiated, not all those requirements were met. The college, ten years later, found itself sponsoring a program which had grown by leaps and bounds; yet clearly some practices did not conform to legal requirements. For example, it was found in 1980 that proper legal waivers for use of the boats were not being used. Also, the requirement of notifying the closest U.S. consulate was not being followed. There was not, for example, a set of procedures to cover emergency situations such as

medical evacuation or student disruptive behavior. In short, procedures and regulations were not being followed or were non-existent. One of the major causes of this situation was the fact that ". . . the program ran on a direct line [from the instructor] to the Dean of Instruction," according to a Glendale Community College administrator. Decisions were taken by the instructor and approved by the Dean without any other type of input or review.

Funding for the program also became a major point of contention once other instructors joined the program and started offering classes. Initially, all funding came through the instruction department, in this case the Biology Department. Questions as to use of equipment, for example, became a point of contention among instructors and eventually other college personnel questioned the total amount expended on the Baja program. Since district funds were channeled through the department, it was easy to "hide" actual program costs. Coupled with this situation, the fees charged the students for incidental expenses connected with the trip, such as food, gasoline, car rental, and field station rental, was controlled by the instructor and no accountability to the district was ever done or requested. Thus, when the program began to expand in 1980, many issues concerning these practices were raised by faculty and administrators alike.

With the change to a more general, college-wide program in 1980, three major changes occurred: instructors teaching in the program increased to ten; the district increased its funding; and the position of program coordinator was created. Because of more direct involvement by the college administration and faculty members, program practices have come under close scrutiny. This has led to a general desire to formulate explicit program policies and to follow standard procedures. This investigation, therefore, seeks to place the program within its historical context and to look for the manner in which funding and coordination evolved from 1974 to 1983. In addition, a concurrent study (Mercade, 1984) seeks to identify faculty concern and suggestions in order to take them into account in developing standard operating procedures. Both of these investigations, it is hoped, can shed light on the growth of the program and its continued operation.

The history of an institution is the sum total of its many activities; it is, therefore, appropriate to treat this topic under the emergence of higher education seminar, since the historical narrative provides the proper context for the treatment of the past activities of the program. The validity and reliability of the narrative are thus founded on the examination of primary source material from the college's available

documents and thus are verifiable. Shafer (1980:10), a noted historian, has stated that "Historical data are used to . . . identify . . . conditions, in the hope that such knowledge can be used in decision-making in the future." The appropriateness of the historical investigation for this study is thus self-evident. Trevor Roper (1977), another noted historian, has written, "We cannot profitably look forward without also looking back."

When the college last went through the accreditation process, one of the first things done by the accreditation committee was to write a history of the college. The accreditation report (1982:9) placed the history section at the very beginning of the report. Thus is the importance of any history to an institution, a program, or a country. The history of the Baja program, therefore, can only add to a better understanding of the program and of Glendale Community College. In conducting this investigation, three important primary sources were utilized: Field Marine Biology Program: A Progress Report (1977) provided information on the first years of the Baja program, along with The Baja Manual (1977) which presents pertinent information on the manner in which classes were conducted. The many articles published over the years by the school newspaper, El Vaquero, also helped to fill the gaps and to obtain a more student-oriented view of class activities. In addition, personal interviews helped a great deal in collecting anecdotal

and non-printed information which helped to round out the view of the program as it moved from year to year.

Fairweather (1981:19) has written in the Community College Social Science Journal that administration of field work programs is a top priority item. Another author well versed in community college field studies programs overseas, Hess (1982:102), has written that international study programs " . . . cannot take place without strong internal administrative organization." He goes on to state (1982:104) that this type of learning activity " . . . does not fit easily into the usual bureaucratic structure of educational institutions." It is clear, therefore, that a study which seeks to identify a program's history and thus help its future is both desirable and needed.

As changes for the Baja Field Studies Program are contemplated, the descriptive and historical investigation of this study serves to help the program define its future.

PROCEDURES

Research was conducted in order to establish the historical development and growth of the Baja Field Studies Program from 1974 to the Summer of 1983, with particular attention focused on establishing how the funding and administrative coordination and supervision of the

program evolved during that period.

Primary sources consulted were internal documents of Glendale Community College which included the following: enrollment data sheets, college catalogs, schedules of classes, administrative memoranda, school newspapers, official grade reports, class lists, program brochures, and Board of Trustees reports. In addition, two college publications on the Baja program were also reviewed and interviews with instructors, staff members, college administrators, and former student participants were held.

The information thus collected was summarized and included in the results section on a year by year basis in order to facilitate the logical progression of the narrative and to highlights its sequential development. The assumption was made that enough data was available in order to develop a comprehensive picture and that the data would be made available for purposes of this investigation. By its very nature, moreover, this study is limited to the program at Glendale Community College.

RESULTS

The procedures followed in this investigation have allowed for an account of the development of the Baja Field Studies Program at Glendale Community College. It is important to note that student fees referred to below cover the following items: a) food; b) gasoline; c) station rental; d) boat use fees; and c) student

staff. The results are based on a careful reading of primary source materials, and they have been arranged into school year segments in order to facilitate the logical progression of the narrative.

1973-1974

During the Summer of 1974 the Marine Biology class traveled around the peninsula of Baja California under the leadership of the Marine Biology instructor for a period of two weeks. The last few days of the trip were spent at the fishing village of Bahia de los Angeles on the shores of the Sea of Cortes. The class visited the many offshore islands, using a sailboat piloted by an American tourist there who happened to be an instructor in a California community college. The group stayed at a local hotel, Casa Diaz, and took most of its meals at the Casa Diaz Restaurant.

All expenses for this class were funded by the students who pooled their resources during the trip. Vehicles used were also provided by students, and the only college funds involved were used for the instructor's salary. The class was authorized as an exploratory trip by the college's Dean of Instruction.

1974-1975

During the 1974-75 school year, some publicity was generated, and in the Summer of 1975, two sections

of Biology 125 (Marine Biology) were offered. The second section was accompanied by two other instructors from the college who went along as students. The class instructor brought along a 16' Boston Whaler boat he had bought in order to be able to transport students to the offshore islands. The student fees to cover class expenses were, for the first time, deposited in the college bank, and the instructor took control of the expenditure of funds. This year, the instructor secured the renting of a large structure in town, known as "The Museum," for the period of time during which it was occupied by the two classes.

1975-1976

In the Summer of 1976 two sections of Biology 125 were again offered at Bahia de los Angeles. Again during the second section, two instructors from the college visited the class and delivered guest lectures in geography and history. Student fees were again paid to the college bank, and the instructor had control of all expenditures. A car pool using students' vehicles was again used, and the large house in Bahia de los Angeles was rented for the duration of the classes. The only college cost was the instructor's salary.

1976-1977

For the first time a Biology 129 (Directed Studies in Marine Ecology) class was offered during the Spring semester. The class traveled to the Scammons Lagoon area to observe the California gray whales in their winter home on the western shores of the Baja peninsula. A student car pool was utilized, and funds were handled as in previous years.

The Summer of 1977 marked the first time that two courses and a total of three sections were offered at Bahia. Two sections of Biology 125 and a Biology 129 class were offered. Both transportation and funding followed the pattern of previous years. This summer, however, the facility being used had begun to be referred to as the Field Station, and the course offerings as "The Baja Experience."

A report, Field Marine Biology Program: A Progress Report (1977), was produced and edited by one of the college instructors who had accompanied classes to Baja California since 1975.

1977-1978

During this school year a Biology 129 class was again offered during the Fall semester, and it marked the first time that a field trip was offered to Bahia as part of a class held at the college. Again,

in the Spring semester of 1978, a Biology 129 was offered to the calving grounds of the California gray whales. A grant from the Instructional Improvement and Curriculum Development Committee allowed one of the college instructors to develop The Baja Manual (1977), an attempt to formalize all information needed to effectively plan and conduct a class in Baja California. In the Summer of 1978, however, plans to offer three courses as in the previous summer were scratched as the result of the passage of Proposition 13 by the voters of California in the June 6th elections. Glendale Community College cancelled the Summer Session just before it was to start in order to save monies for the upcoming school year. Recognizing the popularity of the classes and the already completed logistical preparation, the administration decided to let students attend; but a fee had to be paid to an outside student-travel organization in order to provide insurance for the group. No Biology credit was granted, and the instructor received no salary. The students received academic credit under the college's international field study course.

This school year also saw the college's first expenditures for equipment for the courses offered in Baja California. A total of $7,138.93 was spent on a 22' paceño boat, $1,349.81 on laboratory and support equipment, and $493.56 on field equipment and supplies. The Board of Trustees also received an oral presentation

by the Marine Biology instructor on the need for such equipment, especially the boat, and a general overview of the field classes offered in Baja California.

Again this year, the same arrangement for the field station was observed, and the class instructor had control of the student-paid fees and all expenditures.

1978-1979

Due to the consequences of Proposition 13, no field trips or classes were offered during the Fall and Spring semesters. In the Summer of 1979, however, two sections of Biology 125 were offered along with a Guidance 190 course taught by a counselor from the college. Expenditures this year were as follows: $2,065.52 for boat equipment; $1,369.81 for laboratory and support equipment; and $2,608.44 for field equipment and supplies. Student-paid funds for the trip expenses were controlled by the instructor through the college bank as in previous years, and a car-pool was utilized.

This Summer, the facility being used as a field station began to be referred to as the "Vermillion Sea Field Station." The instructor also secured a year-to-year lease for the field station at an annual rate of $1,500.00 payable each summer. This had become necessary, in his view, in order to be able to keep equipment and supplies at the field station throughout the entire year.

1979-1980

Only one section of the Biology 125 class was offered during the Summer of 1980. The instructor had other commitments during the summer, and therefore he offered only one class. Both funding and transportation remained the same as in previous years. Expenditures for the year were $395.00 for boat equipment and $2,726.00 for laboratory and support equipment. It is during this school year, however, that the college administration and several instructors from the Biology as well as other departments started asking questions about the exact nature of the administrative and legal responsibilities involved in the operation of the program. Also, questions were raised regarding the amount of funding provided by the college and the student-generated fees. One of the instructors who had regularly visited and helped as a volunteer with many classes requested a formal inquiry from the Dean of Instruction into all aspects of the program's operations and finances. The college administration decided to start gathering data and look into the issues raised during the following school year.

1980-1981

Because of the questions raised during the previous year, a moratorium was placed on all equipment and supplies expenditures for the Baja Experience program;

however, due to other unrelated causes, no program review was done by the administration. Three courses were approved for the Summer of 1981: one section of Biology 125/126; one section of Biology 129; and a Philosophy 112 class to be offered concurrently with the Biology 125/126. All three classes were held. However, just before the beginning of the Summer Session, the Marine Biology instructor announced that he had been hired by another California community college and that this summer would be his last at Glendale Community College.

As a result of his upcoming departure the college requested the orderly transfer of its equipment and supplies, as well as the field station, to a college representative. After protracted negotiations which lasted almost six months, the college received most of the equipment which had been bought in the previous four years and some of the scrounged equipment taken from the college campus to Baja. The field station was not passed on to the college as no official contract had been signed by college officials, and the instructor maintained that he had used his own funds to pay for the lease of the facility.

1981-1982

As the direct result of the events of the previous summer, the college administration decided that a

formal administrative set-up for the program, if it was to continue, had to be developed. During November and December of 1981 one of the instructors who had accompanied many classes to Baja made formal presentations to the Board of Trustees. The Board decided that in order for the Baja program to continue, it had to be expanded to allow instructors from other departments to teach in Bahia. Another large facility was secured in Bahia de los Angeles to serve as a field station, leased for five years at a cost of $4,300.00 yearly. The instructor who had made the presentations and had negotiated the lease was named program coordinator, and a Marine Biology instructor was hired to fill the vacancy that had been created.

The program became known as the Baja Field Studies Program, and the field station was christened "Estación del Mar Cortés." In order to pay the newly-negotiated lease, the Associated Student Body provided the first year lease amount of $4,300.00. This marked the first time funds from the ASB had been provided to the Baja program. As a result of their involvement, the Spring ASB leadership class, Guidance 190, traveled to the field station in February of 1982 in college rented vehicles. Also during the Spring of 1982 an International Field Study 148 class focusing on the history of Baja missions was offered. In the summer, Biology 125/126 and Biology 129 were offered by the

new instructor and a History 114 class was also offered.

Although each instructor involved maintained control of the class funds, the program coordinator obtained budget accounting data at the end of the summer and also developed a general set of rules to be followed when at the field station.

During the school year the district spent $8,450.00 in repairs, equipment and supplies, most of it to replace equipment not returned or lost during the previous years.

1982-1983

During the Fall of 1982 the History 114 class offered at the college took a field trip to Bahia. In the Spring, an Independent Study 149 class on the Northern Baja missions was offered as well as a faculty workshop trip to Bahia to highlight the possibilities for teaching in the Baja Field Studies Program. During the Summer of 1983 the following courses were offered: Biology 125/126; Biology 129; History 114; Philosophy 112; Spanish 110; Health 101; and Physical Education 238.

In early 1983 the college had purchased three 15-passenger vans, and these were used for transportation during the Summer. The program coordinator dealt with many aspects of the facility such as scheduling, supplies, and the setting up of administrative guidelines. Much time was spent on researching and obtain-

ing Mexican liability insurance for the van and the district's program.

It became obvious that differences among instructors as to use of equipment, use dates for the field station, choosing of student participants and control of funds were issues which produced conflicting ideas of how the program should be run and organized. It was decided by the administration that a formal inquiry of all instructors should be conducted and that a history of the program should be compiled in order to develop specific program guidelines.

Expenditures this year for supplies and equipment amounted to $3,500.00 and $7,500.00 was spent for instructors' salaries.

Overview of Data

Table 1 below shows program expenditures, by year, of district funds covering equipment/supplies and instructors' salaries. Table 2 shows total student enrollment in all Baja courses per school year. Appendix A shows the term offered and titles of all courses taught in Baja California, while Appendix B shows the official college descriptions for each course.

Table 1

Total District Categorical Expenditures for Baja California Courses for School Years Included in the Study

School Year	Instructors' Salaries	Equpiment/ Supplies	Total
1973-1974	$1,600	0	$ 1,600
1974-1975	3,200	0	3,200
1975-1976	3,350	0	3,350
1976-1977	4,500	0	4,500
1977-1978	1,600	8,982	10,582
1978-1979	4,000	6,043	10,043
1979-1980	2,400	3,121	5,521
1980-1981	5,700	0	5,700
1981-1982	4,300	8,450	12,750
1982-1983	7,500	3,500	11,000
TOTALS	$38,150	$30,096	$68,246

Table 2

Total Yearly Student Enrollment for All Baja California Courses for School Years Included in the Study

School Year	Total Enrollment
1973-1974	18
1974-1975	43
1975-1976	35
1976-1977	80
1977-1978	64
1978-1979	49
1979-1980	26
1980-1981	70
1981-1982	90
1982-1983	194
TOTAL	669

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The procedures followed allowed for a fairly consistent reconstruction of the development of the Baja Field Studies Program over the last ten years. The data obtained also clearly established the two fundamental questions this research sought to investigate: the nature of the funding and the manner of coordination for the program.

As was hypothesized, the instructor who first taught courses in Baja California had complete control over the expenditures generated by student-paid fees. The data did not allow for a comprehensive reconstruction of the amount paid by student participants over the years. The college bank is unable to produce records which can clearly segregate fees paid by Baja-bound students. It can only be surmised that fees charged students did increase every year; this becomes obvious from statements obtained during personal interviews. It is clear, however, that the instructor controlled these funds. It becomes obvious, therefore, that one of the recommendations is to have a separata Baja account in the college bank and to have yearly financial reports which show clearly the amounts paid by students.

In terms of instructors' salaries, it becomes obvious that total expenditures have increased as the number of course offerings and instructors involved have also increased. This is to be expected. Table 1 clearly shows a fairly consistent pattern of increase for this type of expenditure, broken only by the Proposition 13 cutbacks of 1978 and the low number of classes offered during the Summer of 1980. Equipment expenditures, on the other hand, do not show a consistent pattern on expenditures; although it is obvious that large amounts were spent in school years 1977-78 and 1981-82. These years, in fact, correspond to the years when a boat was

purchased and when non-returned and lost equipment replacements were purchased. A conclusion to be drawn is that as equipment is obtained, there is a decreasing need for funds, except for repair and upkeep and expendable supplies. It can be argued, then, that the expenditures for equipment can be controlled to a level that is within tolerance, using past spending norms, and therefore not represent a drain on dwindling college resources.

Student enrollment, as can be seen in Table 2, shows a variation on a year-to-year basis. This fact can be attributed to the number of sections of courses offered. Appendix A shows the courses offered. It becomes apparent that the relationship does exist and therefore it can be argued that an increase in course offerings and number of sections will be accompanied by an increase in students.

It is also quite apparent that once the program coordinator was appointed the number of student participants jumped from 70 to 90 to 194 and the courses offered increased from one in the summer of 1980 to six in the summer of 1983. Thus the Board of Trustees' directive to increase the program to include the entire college was carried out under the coordinator's leadership and an increase in courses and students did occur as expected.

An implication of this last fact is clearly that the nature of the program demands central co-

ordination and that instructors should be recruited to participate in the program as instructors. As Hess (1982) makes abundantly clear in his seminal work on community college overseas programs, Freshmen and Sophomores Abroad, a strong administrative leadership must be exerted by an administrator willing to take the responsibility for a program that cannot always fit easily into the bureaucratic byways of our schools. The faculty, Hess also points out, must be committed to the educational values of overseas experiences. At Glendale Community College, it is obvious from the data that once the founding faculty member left and the program was opened up, faculty began to participate. It is clear, moreover, that because of the manner in which expenditures of student fees were conducted, a lingering thought is expressed by some faculty members to control their own expenditures. The data would suggest that the contrary should probably be the norm; that is, that the coordinator have control over all expenditures in order to assure proper and uniform accountability. More research is needed on this particular point, however, to ascertain the feelings of the faculty. The thought experienced here surfaced on some of the interviews and seemed to be deeply felt. Perhaps control is hard to give up; nevertheless, proper accountability must take precedence.

This investigation has been able to gather a coherent set of data, based on primary sources, to describe various aspects of the Baja Field Studies Program. Expenditures, enrollment figures, courses offered and manner of administration and student-generated fees have been presented in a historical context. This is the first time that a project of this nature has been carried out for any particular activity of the college. Therefore, its value is extrinsic because it illuminates a facet of the college's educational activities; but it also has symbolic value in that it can serve to promote similar studies in other areas of the college.

Specific recommendations flowing out of this study can be summarized as follows:

1. The results should be made available to the entire college community, and a special presentation to the Board of Trustees during a regular monthly meeting should be held. This will serve to bring out facts and encourage open discussion of the program's activities.

2. The position of the program coordinator should be maintained in order to keep effective administrative coordination and proper accountability for all facets of the program.

3. All faculty members should be made aware of the opportunities for teaching in the Baja Field Studies Program. This will serve to further institutionalize the program and assure college-wide appeal and

support.

4. All student-generated fees should be deposited in one account under the responsibility of the program coordinator in order to assure total and complete accountability.

5. All district funds for the program should be assigned to a district program account rather than to different divisions. This method will assure a clear knowledge of exactly how much the district contribution is to the program.

6. All agreements for services should be done on a contractual basis with proper documents and contracts signed. This will prevent what happened in 1980 with the first field station used and is, moreover, the proper manner to engage in business, assuming a clear understanding of responsibilities.

7. Further research should be conducted in order to ascertain the program's faculty wishes in the establishment of standard operating procedures. This will allow for a collegial form of negotiation to develop proper procedures for the continued operation and growth of the Baja Field Studies Program at Glendale Community College.

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APPENDIX A

Courses Offered in Baja California From 1974 to 1983
Showing Term Offered and Class Titles

Summer 1974	Biology 125
Summer 1975	Biology 125-125
Summer 1976	Biology 125-125
Spring 1977	Biology 129
Summer 1977	Biology 125-125-129
Fall 1977	Biology 129
Spring 1978	Biology 129
Summer 1978	International Field Studies 148
Summer 1979	Biology 125-125 Guidance 190
Summer 1980	Biology 125
Summer 1981	Biology 125/6-129 Philosophy 112
Spring 1982	Guidance 190 International Field Study 148--Northern Baja
Summer 1982	International Field Study 148--Southern Baja Biology 125/126, 129
Fall 1982	History 114
Spring 1983	Independent Study 149 Faculty Workshop
Summer 1983	Biology 125/126, 129 History 114 Philosophy 112 Spanish 110 Health 101 Physical Education 238

APPENDIX B

Official College Description of All Courses Offered in Baja California From 1974 to 1983

Biology 125-Marine Biology

Biology 125 is an introduction to the study of biology based on the marine ecosystems. The course examines the major principles of biology through the study of the life forms of the ocean and their adaptations to the marine environments.

Biology 126-Field and Laboratory Investigations in Marine Biology

Biology 126 is a study of the structure and function of marine biological communities through first-hand field and laboratory experiences. Laboratory investigations will emphasize the study of live organisms. Field studies will examine the organisms in relation to their natural environment. Students will develop a field journal of investigations of the various marine habitats.

Biology 129-Directed Studies in Marine Ecology

A course emphasizing individual investigation of the natural marine environment through field and laboratory studies. Students examine the interrelationship between marine organisms and their habitats by special projects dealing with a particular problem. Field studies will investigate various localities during different semesters; such as, Baja California, the Channel Islands, the Northern California Coast, and local marine habitats.

148-International Field Study

Provides units of credit for travel and study in foreign countries at the student's own expense in programs provided by agencies approved in advance by the College and under the direction of a Glendale Community College Instructor. (The agency must be bonded or maintain a trust account.)

Philosophy 112-Human Values and Environmental Issues

Philosophy 112 is a study of human attitudes toward the physical world and the biological organisms within it. Topics covered will be the definition of values, a study of historical viewpoints, and a brief assessment of the consequences of such attitudes in creating and/or solving environmental problems. Students will briefly study certain current environmental problems, then consider various ways in which a consciously considered value system might be deliberately applied to specific kinds of solutions to them.

History 114-History of Baja California

History 114 is a survey of the prehistory, discovery, exploration, settlement, and modern development of the Baja California states of Mexico. Emphasis is placed on the development of their political, economic and cultural institutions. Their relationship with the United States, and California in particular, is analyzed in terms of their historical and present day experience.

149-Independent Study

The purpose of the Independent Study course is to provide gifted students with an opportunity to explore a subject in greater depth than usual; to familiarize students with some basic research techniques; to interest students in possible career areas; and to take advantage of special academic interests. Emphasis shall be on individual research projects, library research and preparation of research papers.

Spanish 110-Basic Conversational Spanish

Spanish 110 is an introduction to Spanish with emphasis on developing essential skills in communication. The verbal active method used stresses oral expression. The course develops working knowledge of reading and writing as well. Includes use of tapes or cassettes in the language laboratory.

Health 101-First Aid

Prevention and care of accidents or sudden illness. Emphasis on field treatment.

Physical Education 238-Intermediate Swimming

Instruction and practice in the swimming strokes and the development of endurance. Emphasis on ocean swimming techniques.

Guidance 190-Student Leadership

An introduction to theories of leadership for student officers of campus clubs and student government.

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